



Faculty of Cognitive Sciences and Human Development

**THE RELATIONSHIP BETWEEN FACTORS FOR EFFECTIVE TEAM
LEARNING AND TEAM PERFORMANCE**

**Muhammad Syukri Bin Azmi
(56862)**

**Bachelor of Science (Honours)
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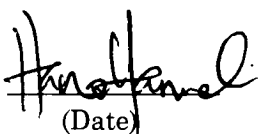
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Faculty of Cognitive Sciences and Human Development

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Bachelor of Science (Honours) Human Resource Development

Muhammad Syukri Bin Azmi (56862)

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ABSTRACT

Team are fundamental units within organization in which the performance of the organization relies on the expertise, skills and knowledge of team within organization to stay productive from time to time. Research has proven that the team learning does cast an impact towards team performance which later on effect the performance of the organisation. This research is trying to identify the relationship between factors for effective team learning towards team performance. It also to determine which of the factors of effective team learning will give most impact on team performance. The research were examined the factors for effective team learning from employee perspective in one of the electronic manufacturing company in Johor and the impact of those factor towards the team performance. The research will emphasize the way employee and management perceive, think, and act to enhance team learning within organisation. The purpose of this paper is to help organizations and business people in understanding the way to enhance team performance within organisation. The objective is to find out whether team learning has impact towards team performance or not. This research will help management in making the right choice and formulate better strategies in enhancing organization productivity. The methodology of collecting data for this paper will be through primary research by survey in this area of study. The data collected will be quantitative which will be analysed by SPSS and presented in forms of charts and tables.

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CHAPTER 1

INTRODUCTION

1.0 Introduction

The purpose of research is to find out the relationship between factor for effective team learning and team performance at manufacturing company at Johor Bharu. They are few sections will have discussed in this chapter. First section is background study, followed by problem statement, objectives, research hypothesis, conceptual framework, conceptual and operational definition, significance of the study and limitation of the study section. This chapter provided an overview of the study and also the information that related to the main reason of the study conducted by the researcher.

1.1 Background

Nowadays, the emergence of teams within the organization as an organization shield in facing the challenges and competition around the world. Organizations face a problem from the external environment that is full of change to achieve its objectives, namely the ability to continue to survive and have a competitive advantage from other organization. Team learning can be stated as a process develop skills and knowledge to build for team to increase the productivity of the organization to build team competitive advantage (Grimsley, 2018). The performance of organization can be seen through the effectiveness of the team within the organization, how they handle the task did they learn something from the group task, did they trust each other in performing the task. The more effectiveness the team, the higher achievement organisation will achieve.

A process of learning in an organization facilitates the development process that occur in an organization so that it can adapt to challenges situation to achieve its goals in changing environment and can compete with global competitors (Grimsley, 2018). Team learning also can be defined as the interaction of group process that occur within the organization (Argote, 2001). The definition of group and team can be defined as two or more people that sharing their effort in performing task and sharing of responsibilities to achieve organizations objectives (Edmondson, 2002). The team in order increase the productivity of the organisation, they always work together in terms of gaining feedback from customer,

resolving the problem, seeking information about global market, discussing an intervention to solve the problem, and evaluating performance and behaviour that occur within the organization for organisation benefit (Edmondson, 2002).

Team interaction occurs within the organization when the members tends to communicate with each other and exchange information in more diverse without any discrimination issues and in broaden perspectives to find solution to current problem that they been encounter (Silberstang, 2009). Team learning related in experiencing new skills, knowledge and intervention and it also related to mutual engagement and cooperative learning in which they attempt to work together with the division of tasks to achieve organisation mission and goal (Kreijns, 2003). The importance of team learning in an organization in giving positive contribution towards the organisation has become vital since it can enhance organizational capacities and competitiveness (Huber, 1999). Team learning has played a critical role in facilitating work processes, building trust, and distributing organizational knowledge (Schaffer, 2008).

According to Senge (2006) team are the fundamental learning unit within organisations. This is because where the organisation cannot learn and develop if individual and team cannot learn and develop. Senge (2006) also argue that organisation that tends to expand its business needs individual learning, but it is not sufficient for organisations to survive and become more competitive in global market. The team in an organisation have to learn as well, and they believe that teams are important aspect for organisation success compare to individual learning. The critical dependence of organisation towards teams in carrying out tasks continuously changing, uncertain and often dangerous environment, raises questions about how to better understand factors that can enhance team learning in an organization to increase team performance. Learning in an organization has been explored for several decades (Argyris, 1978) and is related to the concept of collective learning.

Through team training, it can improve individual knowledge, skills, and attitudinal competences as well as team processes and performance (Salas, 2008). Besides, teams also can improve the individual communication skills, decision processes and the ability to perform task under stress. Team training is aim at improving task work, teamwork and process skills (Goldstein, 2002) learning is built on shared visions and personal mastery, but what really matters is that the team can play together (Senge, 2006). Besides, the responsibility of teams in taking action, obtaining and reflects upon feedback and makes changes for organisation so that it can improve its operation to adapts with current challenges business environment (Agyris, 1999). Studying team learning is not the same as studying

organizational or individual learning; it is another level of analysis. While organizational learning is on a macro level and individual learning is on a micro level, team learning is a meso level approach to organizational learning (Edmondson, 1999). Team learning at the meso level may not translate into the organizational macro level. Often groups fail to communicate with others in the organization or are unable to convince others in the organization to adopt new ways of working. Since team learning is a fundamentally collective process, aiming to improve the competence of both the individual and the team, there is a need for a process that makes it possible to tap the potential for many minds to be more intelligent than one mind (Senge, 2006). According to Senge (2006) this process is the dialog. The purpose of a dialog is to go beyond any one individual's understanding to gain access to a larger "pool of common meaning" which cannot be accessed individually. In dialog, contrary to discussion, people are not in opposition and no one strives to win, everyone is a winner. In dialog the team explores complex issues from many points of view and individuals gain insights that could not be achieved individually.

The emergence of teams as the basic building blocks of organizations has been accompanied by growing interest in the topic of team learning. As teams have grown more central to organizational functioning, there has been a natural interest in understanding the factors that influence team effectiveness (Ilgen, 2005). Team learning has been identified as an important mechanism through which teams develop their performance capabilities, adapt to changes in their environment, and renew and sustain their performance over time. In addition, interest in team learning has been driven by its important role in organizational learning. Overall, the growing literature in this area has established support for Senge's claim that teams represent the nexus of learning in modern organizations. Although examining team learning from different perspectives and research traditions may be generative. Edmondson (2007) there is also agreement that greater consistency and clarity around the constructs and measures used in team learning research are needed to systematically advance knowledge in this area.

1.2 Problem Statement

Team performance is influenced by various factors indicated in the literature review. For example, context support (Edmondson, 1999), team leader coaching (Tyler, 1992), team learning behavior (Edmondson, 2002) and team psychology safety (Edmondson, 1999). The performance of team has become serious problem face by the organisation for the last decade due to critical dependence of organisation towards the team in increasing organisation productivity. By some estimation of 45 % of employee failed to perform when working as team and this situation is unsafe for the survival of the organisation (Anette, 2017). Edmondson (2002) suggested that for a team to perform well, the team must possess these factors team leader coaching, team learning behavior, context support and team psychology safety. However, limited study has shown the use of this model to explain its relationship with team performance. If team performance is said to be influenced by team learning, then the relationship between Edmonson model and team performance must be tested to validate this model in a Malaysian context. The purpose of this study is to determine the relationship between factor for effective team learning and team performance.

1.3 Research Objective

- ❖ This study is going to determine the relationship between factor for effective team learning and team performance.
- 1. To find out whether there is a positive relationship between context support and team performance. ~
- 2. To find out whether there is a positive relationship between team leader coaching and team performance
- 3. To find out whether there is a positive relationship between team psychology safety and team performance
- 4. To find out whether there is a positive relationship between team learning behaviour and team performance
- 5. To find out the dominant factor for effective team learning towards team performance

1.4 Research Hypothesis

The findings from the data will make researcher to accept or reject the following hypotheses below.

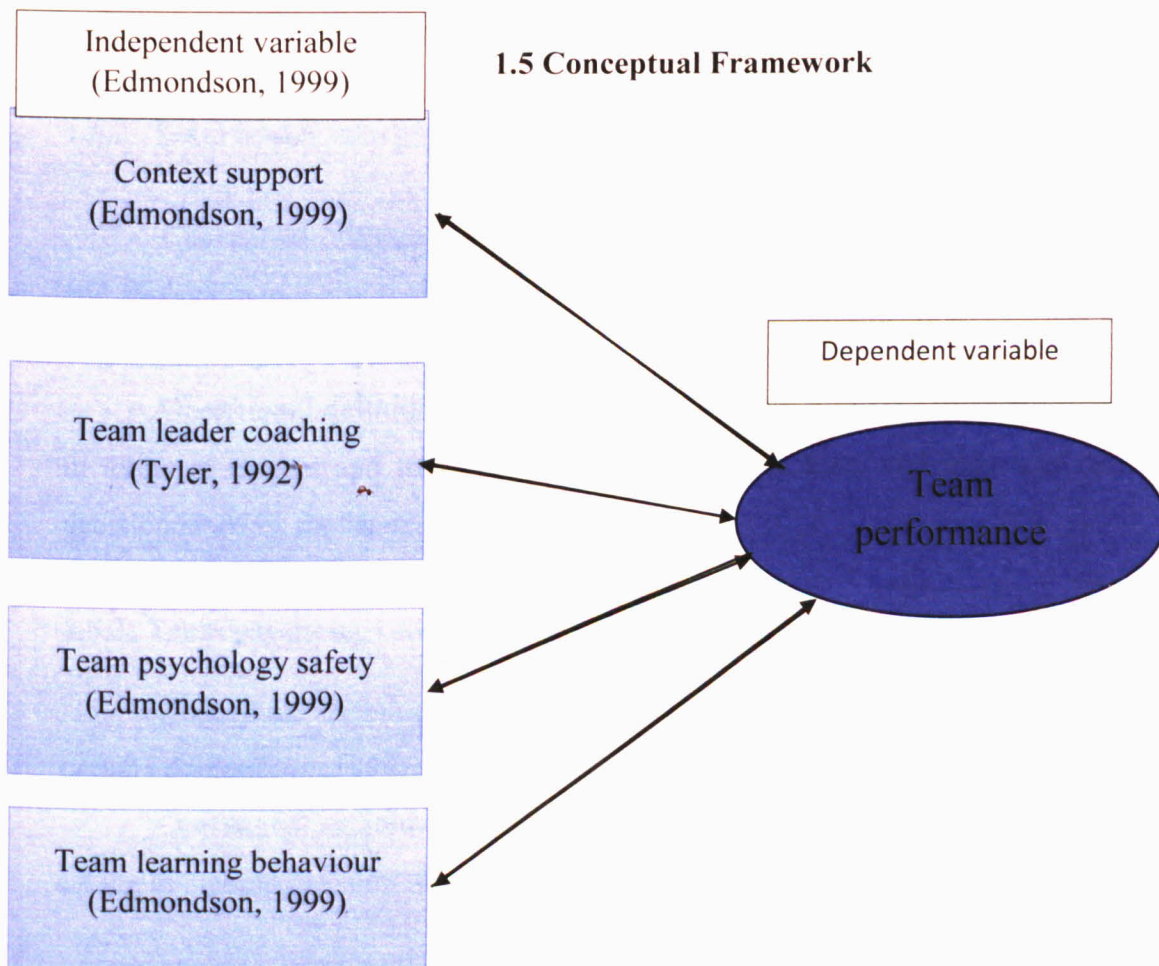
H_{a1}: Context support has a positive significant relationship towards team performance.

H_{a2}: Team leader coaching has a positive significant relationship towards team performance.

H_{a3}: Team psychology safety has a positive significant relationship towards team performance.

H_{a4}: Team learning behaviour has a positive significant relationship towards team performance.

H_{a5}: There is a dominant factor for effective team learning towards team performance.



1.6 Definition of Terms

For this section, some terms that are related to the study were defined based on conceptual and operational perspective. Conceptual definition is define based on empirical study. As for the operational definition will be define based on the related study of this research.

1.6.1: Context support

Conceptual definition: Resources that enable the team to accomplish their task effectively and to a high degree of quality. For example, information, technology, expertise, support from top management (Hofstede, 2005).

Operational definition: The availability of resources that facilitate the team to learn without any lacking such as leadership from top management, adequate technology and resources and availability of information.

1.6.2: Team leader coaching

Conceptual definition: Someone who provides guidance, instruction, direction and leadership to a group of individuals (the team) for the purpose of achieving a key result or group of aligned results. (Tyler, 1992).

Operational definition: The ability of the leader in organisation to influence the team in terms of respect and trust, the ability to guide the team and gain trust within team in decision made by the leader.

1.6.3: Team psychology safety

Conceptual definition: Shared belief about the consequences of interpersonal risk-taking (Edmondson, 1999)

Operational definition: The belief inside the individual within a team about the risk taking in making decision when it comes in giving an idea in discussion within the team.

1.6.4: Team learning behaviour

Conceptual definition: Any activities that promote team learning within team (Edmondson, 1999)

Operational definition: Proactive discussion and reflection within the team that include sharing information, seeking feedback and discussion of errors; these all promote reflection and new insights in increasing team performance.

1.7: Summary

In this chapter, the researcher has introduced all about the research that will be done by the researcher. Discussions about background of research, problem statement, objectives, research questions, research hypothesis, conceptual framework, significance of study, limitations of study and definitions of terms has been explained by the researcher in this chapter. The next chapter will be the literature review which will be based on past research theories that is related to the research that will be carried out by the researcher in order to achieve the objective.

CHAPTER II

LITERATURE REVIEW

2.0 Introduction

The literature review contains frameworks and theories fundamental towards the topic of this study. It reviews the existing concepts, formulate, and conclude possible outcomes from the study. Each theory was link to the research objectives and hypothesis related to this study. The chapter were also being going over past research on the same topic. The main themes will be relationship between factor for effective team learning and team performance. This chapter is important cause it will give good coverage of discussion on the related review on relationship of the factors for effective team learning that influences the team performance which is the context support, team psychology safety, team learning behaviour and team leader coaching. The literature review showing an overview of the essential findings and providing the best method into the chosen methodology of the research.

2.1.0 Discussion of model related to the study

2.1.1 Theories of Team learning

According to Barrows (1996) the team learning has three approaches. The three approaches of team learning are action learning, problem-based learning, and project-based learning. The three learning approaches emphasize the importance of teamwork and problem-solving within a team. According to Cho (2009), the function of action learning is for leadership and organization development. Odom (2006) also state that problem-based is for acquiring skills and in-solving a problem in an organization and project-based learning for project management learning. Teams are the focusing learning unit in an organization (Senge, 1990). Team learning has three different concepts. The first one is improvement like manufacturing and service operations. Second, task mastery in performing task and third, group process in organizational behaviour with micro and macro level perspectives (Edmondson, 2007)). The way previous researcher defining team learning is as a teams and processes of group interaction (Argote, 2001).

2.1.2 Model of team Learning

2.1.3 Context Support

The context support refers available resources in the environment in which the team working. It enables the team to perform their task efficiently and effectively in the organization. This includes having enough sources, available expertise, information sources and technology in advances. The adequate resources can also be referring to availability of expertise in an organization that acts as assistance for team when comes to a task that the individual or team is unable to dealing with it (Edmondson, 1999). The team that high in learning most of them not depend on organization support to learn and develop. They see the value of continuous learning within organization making themselves having self-directed learning. The teams that low in learning and lacked of organization support mostly likely to get stuck in performing task and unable them to improve themselves in changing culture and environment without external coaching from organization expertise.

2.1.4 Team Leader Coaching

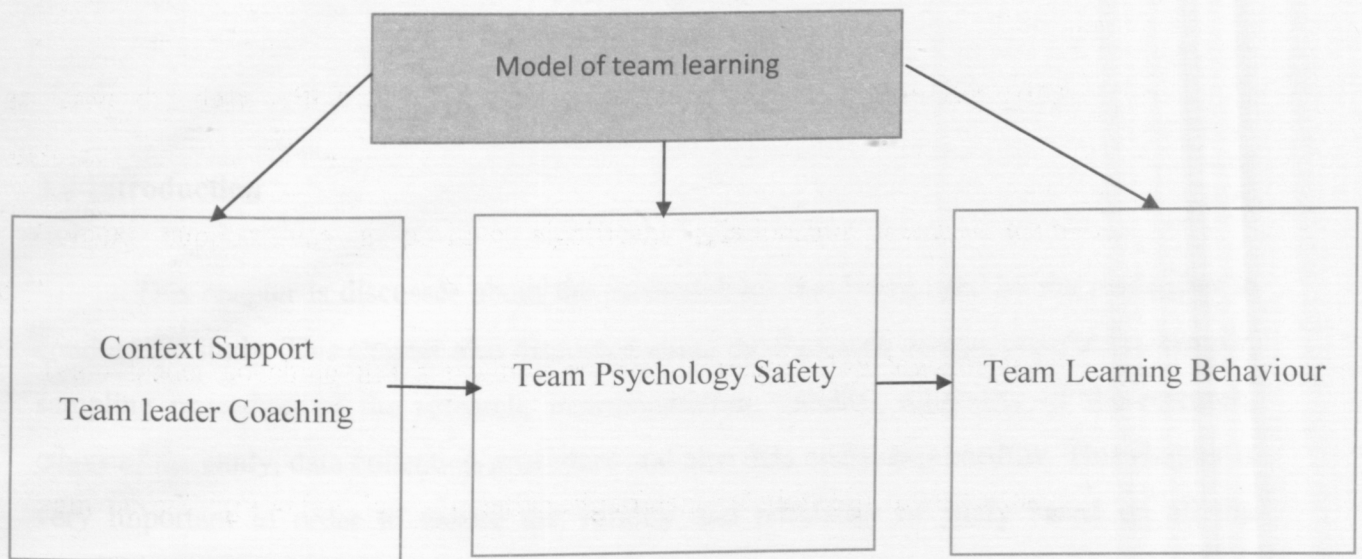
The team leader is an important person in creating a learning culture that can promote team learning for an individual and team within organization to achieve organisation objective. Team leader behaviour is important influence behaviour that can promote on learning within organisation. The team members are recognising and awareness exist among each member of the behaviours of their leader and they feel safe in making decision for organization benefit. They will like they been appreciated been given a true direction (Tyler, 1992). If the leader is really supportive, it will automatically enhance and support learning behaviours for their team in performing task and having critical thinking in planning new intervention. The team leader should be a role model for their team. Team leaders must encourage and must be able to persuade the team members in seeking help if they are unable to solve a problem and making decision that related to performing work task in an organization or discussing errors about the problems that they cannot encounter in the future (Argyris, 1982). Team leaders can enhance team learning behaviours by planning a strategy in performing activities in which it will make team learning a been facilitate the acquisition of job-related KSAs (Goldstein, 2002).

2.1.5 Team Psychology Safety

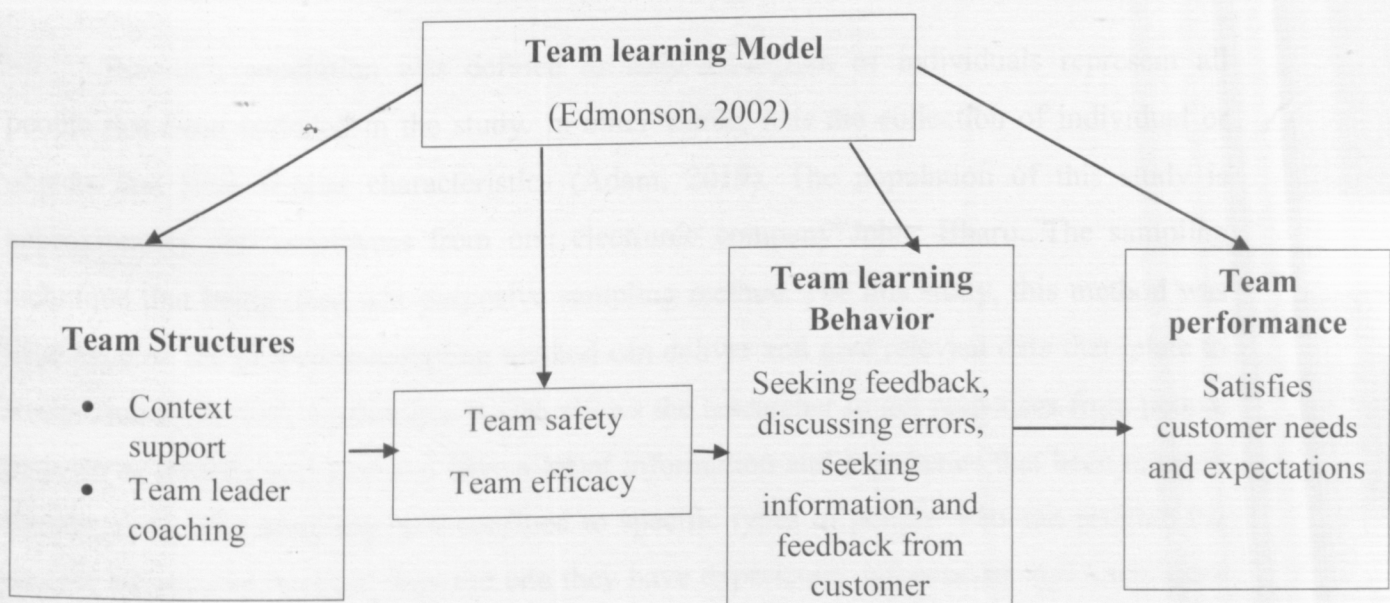
According to previous research team learning depends on team psychology safety. It also states that team psychology safety was belief about every consequences of each member risk taking in making decision. The team members feel confident in decision making or feel safe about interpersonal risk-taking in decision making from each member in team. There is also a belief and confidence from team members that team members will not attack each other, taking unfair advantages, been reject, been punish and been bully by each other when committing an error in performing task in team. The feel of respect and trust among the team members must exist within the team. (Edmondson, 1999). According to Cannon (1995) team psychology safety is related to the concept of trust. It also suggests that it goes beyond the interpersonal trust and mutual respect between each team member. Edmondson (1999) also, state that in present of team psychology safety the team members feel confident and comfortable being themselves and present in team., Team psychology safety must present within the individual and it was belief must be shared by each of the team members (Edmondson, 1999).

2.1.6 Team Learning Behaviour

Edmondson (1999) suggested that concept of team learning behaviour as a process that tends to focus on behaviour or activities that promote learning behaviour. These team learning activities and behaviour tends to conceptualize learning at the group level of analysis as an ongoing process of discussion, reflection and action. Besides, it also includes proactive action like asking questions, seeking feedback, experimenting, reflecting on results, and discussion of errors or unexpected outcomes of actions. There is a relationship between team learning behaviour and team learning action. Learning behaviour such as discussion and reflection are team behaviours that include sharing information, seeking feedback and discussion of errors. All of these activities promote reflection and new insights within the team. Learning behaviour occurs as action when decisions are actually made as a result of these new insights; these decisions then change and improve the team's performance (Edmondson, 2002).



Edmondson (2002) also showed the importance of a leadership coaching that supports learning behaviour by creating psychology safety among the team members. Team leaders whose behaviour encourages input and discussions can create a perception of psychology safety that results in a positive cycle of discussion, reflection and action that enables progress in team learning and team learning behaviour. Edmondson (2002) study shows that psychology safety is the centre of gravity for team learning. This is a very important point because it highlights the enormous potential to create and increase team psychology safety by developing appropriate leadership coaching styles and providing relevant, high quality context support, both of which can be defined and enhanced in team training exercises and in real military operations.



CHAPTER III

RESEARCH METHOD

3.0 Introduction

This chapter is discusses about the methodology that being used by the researcher to conduct the study. This chapter also discussed about the Research design, population, sample, sampling procedure of the research, instrumentation, validity, reliability of the research, ethics of the study, data collection procedure and also data analysis procedure. This chapter is very important in order to ensure the validity and reliability of study based on all the methodologies aspects.

3.1 Research Design

In this study, quantitative method as primary data being used by the researcher to collect the data needed. Quantitative methods are a method of measurements and the statistical analysis of data collected through questionnaires, and surveys. The use of quantitative data is useful for the researcher for this study since it can determine if the various factors that will be explained after this section that related to the conceptual model in this research are related to the team learning. In order to collect the data, the questionnaire is being used in this research.

3.2 Population, sample & sampling procedure

Research population was defined as large collection of individuals represent all people that been included in the study. In other words, it is the collection of individual or objects that have similar characteristics (Adam, 2019). The population of this study is approximately 500 employees from one electronic company Johor Bharu. The sampling technique that being used was purposive sampling method. For this study, this method was used because the purposive sampling method can deliver and give relevant data that relate to study. Due to the time constraints, it also allows the researcher to get responses from people that can be directly accessed and have a lot of information and experience that been relevant for the study. The sampling here confined to specific types of people who can provide the desired information because they the one they have experience, information and knowledge about it. This technique also been used because not all group of employees have experience

and knowledge related to this study. The researcher focusing on management department that mostly they work as a team which have a lot of experience and knowledge related to the study. The procedure for this sampling, the researcher distributes the questionnaires to employee in every department in Electronic company in Johor. All the questionnaires being filled up by the employees and been handed to the researcher after a week.

Krejcie and Morgan Table is used to determine the sample size of this research in order to represent the population for the study. The sample size that the researcher should have based on Krejcie and Morgan Table based on 500 population is 217. Krejcie and Morgan Table for determining sample size for a given population is shown below.

Table for Determining Sample Size for a Given Population									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note "N" is population size
 "S" is sample size
 Source Krejcie & Morgan, 1970

Table 1: Krejcie and Morgan Table for determining Sample Size for a given Population

3.3 Instruments

A survey is a method of collecting information from group of selected segmentation to describe, compare, or explain their opinion, preferences, and attitude (Sekaran, 2013). Electronic questionnaires were chosen as the tool to collect primary data for this study due to the limitation of resources, time, and constraints. The advantages of electronic questionnaires include easy to administer, wider reach, inexpensive, fast delivery, respondents can answer at their convenience, and automatic processing of answer (Sekaran, 2013). The questionnaires

are adopted from the past studies as it is more accurate and relevant to the study. Besides that, the questionnaires were in English Language due to the its organisation culture focusing on the English language. In order to get insight into the relationship between factor for effective team learning and team performance, this questionnaire being used for this study that aimed to collect the perspectives of people through questionnaire.

There were 5 sections in the questionnaire that is section A, B, C, D and E. The section A will asked about demographic information such as age, gender, race, department, level of education and length of service. The Next sections were Section B that contains questions about the respondent perspective about team psychology safety factor and Context support factor. Sections C were the question about the team learning behaviour factor. Section D involve in asking question regarding the team leader coaching factor. Section E was be respondent perspective about team performance. Likert scale of 4 were used as 1 refer to strongly disagree and 4 refer to strongly agree on their perspective about the relationship between factor for effective team learning and team performance. The factors measured were being team leader coaching, team learning behaviour, and context support and team psychology safety. The division of the questionnaire is been shown in the table below

Table 3.3.1 Division of the Questionnaire

Section	Item	Source
A	Demographic Characteristics	-
B	Team psychology safety	(Edmondson, 1999)
B	Context Support	(Edmondson, 1999)
C	Team learning behaviour	(Edmondson, 1999)
D	Team leader coaching	(Tyler, 1992)
E	Team performance	(Edmondson, 1999)

Furthermore, participants are asked to identify a likely for each hypothetical situation and choose a number that clearly indicates their agreement with the statement in questionnaire based on 4-point Likert scale. The table of 4-point Likert scale is shown in the table below. The use of 4-point scale question is reduce the potential of confusion and survey fatigue when answering the questionnaire. Moreover, the questionnaire used in this study is obtained from the previous researcher.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

3.4 Pilot study

Pilot study is a preliminary trial of research which is essential to the development of major research. It is to identified which research protocols may not be followed or whether propose methods or instruments are inappropriate or to complicated. Besides, it also functions in assessing time and budget that can occur during the main study and improving the questionnaire that will be used for major study.

3.4.1 Procedure in pilot study

First step is the researcher sent a letter of permission to the Senior of Human Resources Manager to conduct the Pilot Study. The second step were identifying individual to be involved in planning and overseeing the evaluation process to ensure that these individuals are trained and experienced in planning and administration. In the letter of permission were state the number of experience employee required for the pilot study. Next, formulated the evaluation question (Questionnaire) for the study. The Questionnaire was sent to the Senior of Human Resources Manager to run the test. The Questionnaire was collected 3 days after been sent to the Senior Human Resources Manager. The researcher does some improvement for the stake of major study after the Pilot Test was done on Day 5. The number of people that been involve in pilot study is 30 people.

3.4.2 Pilot Test

Data collected from the pilot study were being analysed by using software of statistical package of social science version 22.0 to establish the Cronbach alpha.

Cronbach's value for each section

Section	Cronbach's alpha value
Section B: Team psychology safety	0.787
Section B: Context support	0.788
Section C: Team learning Behaviour	0.834
Section D: Team leader Coaching	0.883
Section E: Team performance	0.891

Table above show the Cronbach's alpha value. The Cronbach's alpha shown in each section was greater than 0.7. Therefore, the questionnaire used in this study was reliable and valid.

3.5 Validity and Reliability

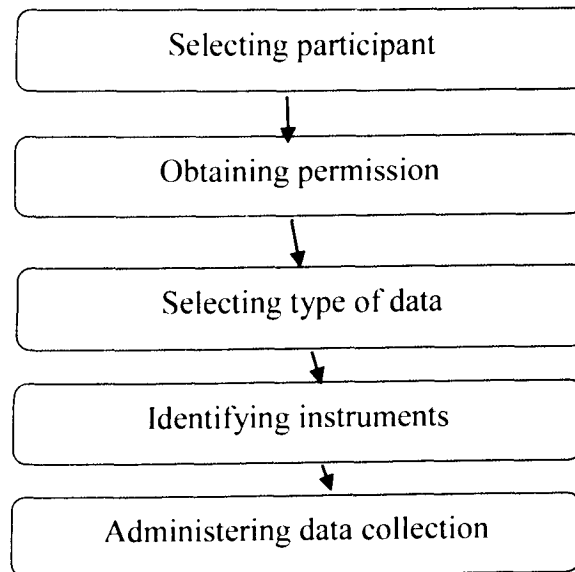
Validity is defined as to which level of degree a concept is perfectly measured in a quantitative study (Health, 2016). The way to test validity and reliability of questionnaire is using Cronbach's alpha. Reliability of questionnaire is shown by the consistency of the questionnaire whether it is useable. Questionnaire will consider reliable and valid when the value of the Cronbach's alpha for each section is greater than alpha value which is 0.7.

3.6 Ethics of the study

Ethics can be defined as Behaviour and conduct according to right rule and regulation. The researcher needs to make sure that the study must only involves requirements on daily work. The dignity of subject is not harmed and information publication must be kept as confidential. Respect of privacy and confidentiality are been done by the researcher to make sure that the respondent willing to cooperate in completing this study based on their own will. In this study, questionnaires are to be distributed only when there is an approval granted from the department of electronic manufacturing company in Johor. The details such as the name of respondents were being kept private and confidential. The purpose of study is to create an awareness among the respondent to increase their knowledge about the study. Any participant who would like to quit from answering the questions, their decision is highly respected.

3.7 Data collection procedure

There are a few procedures that been done by the researcher to collect the data. There have five steps in the process of data collection.



The first step is selecting participant for the study which include specifying the population and sample, sampling method, and deciding on an appropriate sample size. 217 number of employees that work as a team are selected as participant for this study. Researcher was obtained permission starting from the senior that work in human resources department which have direct supervises to the respondent. The third step is to decide what type or types of data to collect. This step begins with specifying the variable in research hypothesis and identifying the measurement.

The fourth step is to develop instruments which fixed to this study. In this study, the researcher uses the previous questionnaire from the previous researcher that is by Edmondson, (2002). Administering the data collection is the final step which involves actually collecting the data. First, the questionnaire is been send through an official email to the Senior of the Human resources department. Then, the questionnaires were being distributed through sharing of questionnaire link. to the other department. Respondents were given 4 days to respond to the questionnaires. Purpose of the study is clearly explained for the respondent. Next, make sure the respondent is willing to participate but not forced. Questionnaires were collected after days 4 and further analysis of the data is being analysed by the researcher.